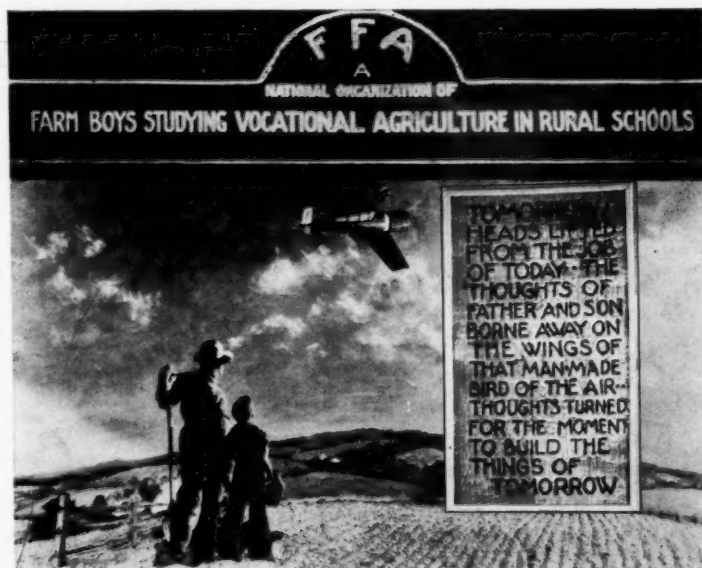


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JUNE, 1938

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THE AGRICULTURAL EDUCATION MAGAZINE



The School Year Closes and We Look
Into the Future. (See page 238.)

Co-operation is not a sentiment
—it is an economic necessity.

The Agricultural Education Magazine

A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by the Meredith Publishing Company at Des Moines, Iowa.

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Editorial Comment

Progress and Co-operation

TRADE or barter was a simple transaction in the pioneer days of agriculture. A wheat grower would possibly trade several bushels of wheat for a suit of clothes or a pair of boots made in the local village. Farm life as a whole was simple and uninvolved. Rugged individualism characterized the growth and development of our farming areas in those early periods. But marvelous changes have come with the stretches of transcontinental rail and auto roads, the appearance of the auto, combine harvester, tractor, radio, and a thousand other modern devices. In short, the structure of our present civilization, both rural and urban, is growing more intricate year by year. As individuals we are becoming more interdependent.

The efficiency of our civilization is measured by our ability to co-operate. In fact the history of our civilization is a history of co-operation. Progress is measured in terms of shared interests and the ability of individuals to think, plan, and work together. The very function of a democratic government is to bring people together to co-operate. These fundamental principles apply alike to agriculture, commerce, and industry. This does not mean that we shall eliminate individualism and substitute co-operation, but rather seek for a preservation of a degree of individual and group action which will result in the highest type of human welfare. Co-operative effort seems to offer the only detour around many of the complex problems in agriculture today. Our system of agriculture will be only as efficient as our type of co-operation. Ours is an age of co-operation.

The millions of rural youth unemployed and unadjusted in our country today; the scarcity of food, clothing, and shelter among thousands on the one hand, and a curtailment of production on the other hand; the rapidly fluctuating markets for farm commodities; the deterioration of our soils and other natural resources—all these conditions are examples of the lack of co-operation of the people for the common good.

Much has been said of late of the lack and need of co-operation. However, present symptoms of the ills of agriculture will not disappear until farmers learn the art of co-operation. The farmer will not really know much about co-operation until it becomes a part of his nervous system. It must be more a matter of habit and a part of his mode of living before it can function and be felt for good. All this means that the leadership in vocational agriculture must assign itself to the task of teaching co-operation as an integral part of a long-time program in vocational agriculture both to those who have entered and to those who are preparing to enter the business of farming.

No man rendering public professional service today has such an ideal opportunity of making his influence felt for good as the agriculture teacher. He has a year-round contact with the community. His interests and his very obligations involve both youth and adults; his training and experience are gauged to give him power and vision of the needs and possibilities of the farm community; his program of agricultural instruction and accompanying supervision lead him into every spot in the community and furnish him with all the data bearing on the current problems.

The people of the country are looking for tangible evidence to justify "the further promotion of vocational education." No other type of education will be so closely scrutinized in the years ahead as the program for vocational education. The ultimate test of our program in vocational agriculture will be the answer to such questions as: How different would the agricultural community have been without the services of the local agriculture teacher? What tangible evidence is available of improved farm practices in the local community as a result of the labors of the agriculture teacher? How many young farmers have been set up in the business of farming as a direct or indirect result of the instruction and influence of the local teacher of agriculture? To what extent are the farmers and the young farmers of the community pooling their interests in co-operative activities—buying, selling, community planning, and conservation? Has the potential power of the local chapter of Future Farmers been felt for good in the local community? Are the Future Farmers accepting the

challenge which is present on every farm and in every community? Are the Future Farmers, by virtue of their training, assuming an aggressive leadership which will put the tillers of the soil on a comparable basis with their cousins in industry?

Our tools for evaluating our efforts and practices must be sharpened. Our theory must be checked against our accomplishments. Our philosophy must be enlarged and our objectives changed in the light of new social and economic order. Each teacher and worker must take inventory of his standing as a public servant. "The strength of our organization is not *I* but *WE*."—L. R. Humphreys, Teacher-Trainer, Utah

WHITHER AGRICULTURAL EDUCATION?

Teachers of agriculture will be interested in our new booklet containing 63 pages. The articles contained in it were published in the magazine. They have been brought together in the booklet form for your convenience. The authors, our own fellow-workers, have made a distinct contribution to our field of education. The articles cover the following topics:

Relating Instruction to Life Needs
Building Attitudes
Building Agricultural Citizenship
Course of Study
Supervised Farm Practice
Extra-Curriculum Activities
Balanced Education
Co-operating With Farmers' Organizations
Measuring and Evaluating Pupil Growth
Teacher Education
The Art of Living

The number of copies of this booklet has been limited to 3,000. Teachers of agriculture are urged to write at once to their state supervisor or teacher-trainer for copies. We are able to distribute them to the states in lots of 20 or more at a cheaper price than when single copies are ordered. In case teachers of agriculture cannot secure their copies from their state supervisor or teacher-trainer, they may be procured from either the Editor or Business Manager at 15 cents per copy postpaid. If any state association of teachers of agriculture desires to purchase in lots of 20 or more, a reduced price will be quoted upon request. **Order Today.**

We Hear From Across the Waters

Dear Editor:

I have read with great care and enthusiasm the valuable articles published in your *Agricultural Education Magazine*. Most of the articles are helpful in formulating the basic principles toward the new tendencies of vocational education in the Philippine Islands today. The Philippine Government is setting up a new type of general curriculum patterned after the most progressive educational institutions in the United States. It is a 50-50 education; that is, 50 percent of the content of instruction is vocational, and 50 percent is academic.

I am a member of the faculty of Cagayan High School, which has a new type of curriculum, called Type A. I am teaching the vocational courses in agriculture. I find your magazine very helpful in my teaching and professional growth. If you can place my name on your mailing list for a year's subscription, I will highly appreciate the favor. Please make my subscription effective January of this year, and send me the back issues.

Very respectfully,
 Bernardo C. Sabalboro.

Tuguegarao, Cagayan,
 Philippine Islands
 March 8, 1938

A. K. GETMAN

Professional

R. W. GREGORY

Some Needed Developments in the Education of Teachers of Agriculture*

C. B. GENTRY, Dean, Division Teacher-Training,
Storrs, Connecticut

C. B. Gentry

THE following list of needed developments and adjustments is presented as a basis of discussion:

1. Teachers need better training to meet the newer or recently recognized pressing economic and social problems, including public policy in government and in governmental relation to agriculture and rural life.

Teacher-education curricula need to include more courses in economics, sociology, and government.

In a recent conference of agriculture teachers the following questions were asked: "Shall I train my boys to have and to use leisure time with the expectation that farmers of the next generation will work a limited number of hours a day, or shall we assume that a free competitive system between entrepreneur farmers will prevail?" "Shall I train my boys to fight for their class advantage (parity) thru such means as limitation of production and subsidies, or shall I teach them to produce an abundance and join forces with consumers to compel other industries and organized labor to do the same?" "Should I teach my boys and the farmers who ask my advice to pull down tobacco sheds and build potato storage houses? What can one advise with respect to long-time investments such as these?"

II. Teachers of agriculture must be better trained in the field of vocational and educational guidance.

Due to the inclusion of 14- and 15-year-old boys in our program, vocational teachers are called upon to do more vocational and educational guidance than they are well prepared to do. This duty cannot soon, if ever, be passed over to principals or specialists in guidance.

Probably we will in the near future have less vocational work, as such, in the 9th and 10th grades and more work of vocational guidance character.

Vocational guidance is more difficult than vocational training.

Problems with respect to vocations other than farming and education, other than agricultural education, will need to be solved.

III. Teachers must be better trained to do part-time work.

The amount of part-time work should increase very materially within the next 5 to 10 years.

In convention assemblies we have passed resolutions a number of times,

stating that the best opportunity for doing real vocational work is with the out-of-school young men from 16 to 25 years of age.

There are many problems connected with the effective giving of part-time work which teachers have not yet solved. We have tended to think of part-time work as additional to, or coming after, schooling proper. We need to come to think of it as an integral part of the total training program of our students. We should plan our all-day and part-time program as a unit and in an integrated way. Certain parts of the training should definitely be assigned to each stage of the development. We have tried to do too much in all-day instruction and have superficially done many things that should be deferred to, and definitely planned for, the part-time period.

IV. The pre-service training period should provide more practice in the organization of curricula with special emphasis upon:

(1) Long-time programs of study and supervised practice for individual boys

(2) Cross-section organization of curricular materials

(3) Farm-as-a-whole attack

V. Teachers must be trained to make more use, and more effective use of the home farm,

(1) From the standpoint of being a good means of effective training and

(2) From the standpoint of possible opportunity of continuing on a definite business basis during the part-time period and after.

In this connection teachers must be better prepared to use individualized instruction both in high schools and in part-time teaching. Perhaps more examples of well-conducted individualized instruction in the college would be of help.

VI. We need to define what shall be included in pre-service training of teachers and what shall be deferred to in-service training, and we need to define the level of attainment to be reached in each teaching responsibility.

We have never determined in an adequate way what things a beginner ought to be able to do as a result of the pre-service training and what should be picked up on the job or during continuing education for teachers in service. What should be taught, as well as the level of attainment, should be worked out for all stages of the pre-service and in-service training. For example, which of the following responsibilities should be emphasized in the pre-service training and which should be deferred until the in-service training?

Vocational guidance for boys and men
14 to 25 years of age

All-day instruction in the high school covering types of farming represented in the region

Part-time instruction

Evening-school work

Extra-curricular activities

Ability to handle classes other than agriculture in such subjects as general science, manual arts, or others

Ability to act as consultant to local farmers when called upon

Principal of a small school system

VII. We must provide for more adequate supervised practice in teaching to bring the trainee to the doing-level at each stage of his development.

Practice teaching, as organized in most states, does not bring the student to full vocational competency in any part of the work he is expected to do.

We must realize that *first* teaching is *practice* teaching, no matter whether formally organized as such without pay or whether paid for in the first months of teaching on a regular job. In either case, the public, if we include the children, pays for practice teaching.

All of the above proposals involve the use of more time, or better use of the time which we have. The following are a few suggestions for providing more time, or the more effective use of time:

(1) We must select our trainees more carefully, giving special attention to high native ability, industry, previous farm experience, and good teaching personality.

(2) We need to be more careful in the placement of teachers in situations for which they are specifically trained.

(3) A five-year teacher-training program or some temporary substitute, such as an apprenticeship of one or two years with part pay, should be our goal in the very near future.

(4) Save time in giving agricultural and related courses by encouraging technical departments of the college to offer courses specifically designed to train agricultural teachers. In many instances these courses should include fewer prerequisites than are demanded for students specializing in the department.

(5) Provide organized specific upgrading training for teachers in service to take care of needs such as that of preparing for a principalship or for doing evening school work. This in-service training should be well integrated with the pre-service training and the whole program should be planned as a unit.

(6) The average tenure of teachers should be increased so that we will not need so many beginning teachers. Average tenure may be increased thru providing opportunities for professional improvement which will promote interest and pride in the work, by offering higher pay particularly by more rapid increase of pay, by permitting men who have the ability to conduct some farming enterprises of their own on the side, by permitting teachers who have the ability, training, and experience, to become part-time school administrators.

Of course, it is an immediate problem to supply the increased demand for

trainees under the rapidly expanding program. We all hope that it will not be necessary for us to pass thru a period of employing partially prepared teachers such as was necessary immediately after the passage of the Smith-Hughes Law.

*An outline of an address at the Ten-Year Teacher-Trainers' Breakfast, American Vocational Association meeting, Baltimore, Maryland, December 3, 1937.

Timely Suggestions to Teachers of Agriculture*

C. S. ANDERSON, Teacher-Training,
State College, Pennsylvania



C. S. Anderson

1. I would teach less and teach it more thoroughly. It is better to select a few important facts and principles and to teach them well than to skim over a great mass of information. The latter method usually leaves the pupil with a hazy, superficial impression and an inability to apply fundamental principles to new or different situations. We have too much information and subject matter to teach in agriculture. Our agricultural experiment stations and research laboratories are bringing us new teaching materials almost daily. It is a master teacher who understands the art of selecting and organizing that subject matter which will contribute most effectively to purposeful teaching.

2. I would follow the cross-sectional plan in arranging and presenting my agricultural subject matter. The cross-sectional plan is no longer looked upon as experimental. Time and time again it has been proved to be more interesting, more effective, and more real than the older, out moded methods—particularly the block system of teaching in which long, unrelated groups of subject matter are presented in succession. The cross-sectional plan comes nearer to presenting agriculture actually as the farmer farms than does any other method.

3. I would administer objective aptitude tests to my classes both before and following the teaching of each unit of agricultural subject matter. You will have to prepare the tests. There are no standardized ones available, and there should be none. The content of every agricultural enterprise varies sufficiently from community to community to discourage attempts at preparing standardized tests in a given enterprise. I said that I would test my classes before undertaking to teach them. The results of this test will tell you where to begin and will reveal to you what the pupils already know about the unit. There is nothing to be gained by teaching them what they already know. To attempt to do so always deadens the class interest. Sometimes firsthand farm experience has provided pupils with far more information than you, the teacher of agriculture, may have suspected. They may also have learned fundamental and scientific principles from their classes in

science. When the unit of instruction is completed you will, of course, want to retest them to record their achievement. The same test that you administered at the start should be given again at the close. Every teacher of agriculture should be familiar with the principles of objective-test construction.

4. I would personally conduct a regular and systematic research program in vocational agriculture. Good teachers are inquisitive. Opportunities for research lie all about you. The results of the tests which you give, your program for supervised farm practice, your evening-class instruction, the trial of new and different teaching methods, the accumulative class records of pupils enrolled in vocational agriculture are only a few of the directions which your research may follow. In budgeting your time, by all means include research. You may even make it one of your hobbies. There is a real dearth of research workers in our field. Developing your interests in research may lead you to professional opportunities which have not previously occurred to you. When you find something, do not hesitate to report it thru the medium of some good professional organ. I should not omit to mention that often a personally instituted research also fulfills a requirement for an advanced degree.

5. I would plan a definite professional improvement program for myself. Very few teachers like to feel that they are set for life in their particular niche, groove, or position. If education for the individual is a process of continual and never-ending growth, then by the same definition we in our profession should progress thru continual and unending professional growth. Teaching is a steppingstone, altho for most of us we continue our stepping upward along the same general path. It is perhaps unfortunate that the professional growth of a teacher is so generally measured by his degrees. This need not be true, but the fact remains that it is considered true; and as long as it is, ambitious, far-sighted teachers will aim toward one or more advanced degrees. In planning and carrying out advanced study, I would endeavor to follow professional and research interests. I would definitely plan to enlarge personal and professional contacts. I need not mention that reading, travel, and numerous other activities also contribute materially to a teacher's professional growth.

6. I would co-operate closely with other agricultural workers. While this has always been desirable, it is truer now than at any previous period in the history of vocational education. During and since the great depression, vocational education workers, along with the sponsors of other worthy agricultural programs, have had their backs to the wall. We are called upon to produce. There is plenty to be done without worrying about who gets the credit for doing it, and we should have learned by this time that co-operation has greater survival value than competition.

7. I would interest myself, in at least a limited way, in practical participation in agriculture. You will be a better agricultural teacher if you too have a garden, a flock of chickens, a small farm, as well as routine agricultural decisions to make and problems to solve. Try to find some of your hobbies in agriculture. You will be amazed at

the extent to which it will vitalize your teaching.

8. In the annual planning of my work, I would select and stress one new feature each year. Teachers of agriculture can very effectively adapt the modern idea of a "theme song" to their work. Schools and communities take for granted a great many of the fine things into which teachers of agriculture repeatedly throw so much of their promotional energy. People often lose interest in seeing the same things stressed year after year. As an interest-stimulating and promotional device you should search out new and spectacular phases of your work to stress each year. I do not wish to imply that you should drop all that has gone before. Continue the fine and proved activities in a long-time program, but with varying emphasis. For example, this year it may be the preparation of an outstanding exhibit or demonstration; next year, the coaching of an unusually good judging team, a community fair, an F. F. A. community service program, or an extended F. F. A. tour. Teachers who follow such a plan seldom experience the loss of school or of community interest. On the other hand, teachers who play all of their cards at once frequently have cause to worry.

9. I would spend more time getting acquainted with the human resources of the community. After all, it is the men and women, the boys and girls of the community that count for most. You are there for the express purpose of serving them and unless you know them intimately and know their problems, you cannot serve them effectively. So many teachers, particularly young teachers of agriculture, discount the importance of this point. Experienced, successful teachers in our field devote hours and hours discovering the interests, the noteworthy achievements, the personal attitudes, and the vocational problems of the progressive men and women of their communities. They train themselves to be students of human nature, to be well received, to be liked.

10. I would teach at least one series of classes for an out-of-school group each year. It is now proved beyond much question that the average rural community in which vocational agriculture is taught possesses all of the potential requirements for the teaching of such classes in agriculture. Nine out of ten communities have available farmers and young men who need it and who are ready to be interested. They have a school administered by persons who look with favor on agriculture; why else do they offer the work? They have agricultural and farming resources which can be drawn upon for much of the teaching substance of the course. They have a qualified teacher who is prepared to lead out-of-school groups. There is only one type of teacher whom I would excuse from organizing such classes; and that is the beginning teacher who, because of his inexperience, has so many other things with which to become familiar. It has been interesting for me to note that teachers who have been most skeptical about starting evening or part-time classes frequently become the most ardent advocates.

*A brief of a paper presented to the Agriculture Teachers Sub-section of the American Vocational Association, Baltimore, Maryland, December 4, 1937.

A. M. FIELD

Methods

Teaching Plans and Record

EPHRAIM WALL, Teacher,
Mooreland, Oklahoma

THE annual teaching plan which I make out for the year's work divides the problems and jobs to be taught on a monthly basis. Last year I also made out a calendar for each teaching month, designating the days on which each particular problem or job was to be taught. Each square representing a day was divided in half by a dotted line, the top half being used for the plan, and the bottom half as a record for actual teaching done. (See Table I.)

At the beginning of each month a summary of plans was made showing how the total days in the month were to be used. At the end of the month a summary was made of actual teaching done. By this method, plans and work done could be compared.

At the end of the year a compilation was made of the monthly summaries of actual teaching done. It was then possi-

ble to check over the year's work and see exactly how much time was spent on each unit or problem and how much time was taken out for fairs, contests, and holidays. This information was used in making this year's teaching plan much more workable. Estimation of time for each unit was easier to make. It took the teaching plan off the "theory basis."

This calendar of information has helped to put me as a teacher of vocational agriculture "on the spot." It keeps me checked up as to what I am actually doing. It makes it possible for me to be more definite in my reports to the state department. It makes it possible to determine the "weak spots" in my teaching program. It gives me a place to record errors that they may be made only once. I never follow my teaching plan exactly; this comparison tells me where I did not follow it and often answers the question as to why. In other words, by the use of this simple device, I check my teaching with my plan and vice versa.

Establishing a Department Farm

LEGRO PRESSLEY, Director,
Salinas, California

QUITE a number of high-school vocational agriculture departments over the country have the use of some land in connection with the operation of the department. These range from small tracts for plant propagation or fertilizer trials to 150-acre ranches, such as the Kern County high school agriculture department operates at Bakersfield, California.

Many Vo-Ag farms are not being operated, some have been put to other uses, and trustees of school boards would like to know how to get "out from under" others. Lack of understanding of the use of an agriculture department farm, has been some of the trouble. Adults have expected inexperienced boys to operate the farm as a model demonstration area. Naturally, the results are disappointing. In some places, teachers have lacked time, proper financial backing, or experience, to properly supervise the farms.

The Salinas high school, in California, has just acquired a farm for the sole purpose of providing a project foundation for good, interested boys who would not otherwise have a project. In the Salinas Valley, the huge lettuce fields come right up to the city limits. This land is worth hundreds of dollars per acre—rents are prohibitive for boys. Thus, not only boys living in town, but even boys right on these big farms, have absolutely no opportunity for projects.

The Salinas trustees have rented for three years a 25-acre farm just inside the city limits and a mile from the school. They have an option to lease for two more years, but have put up all their buildings in knock-down, sectional architecture so they may be moved. The property had no buildings on it—only a pumping plant for irrigation. The trustees financed purchase of a tractor, all cultivation tools, and the material for the farm buildings. A house that had been on the high-school campus was moved to the farm, and the father of one of the Future Farmers moved in with his family to act as watchman for the stock and equipment.

In drawing up the lease for the tract, it was provided that any fences or buildings erected might be moved, which makes it possible to put better material into the improvements.

Boys may sub-lease small acreages for crops; or building and corral space for dairy or beef cattle, sheep, swine production and fattening, or poultry production. Crops which may be grown include sugar beets, lettuce, peas, beans, potatoes, tomatoes, cauliflower, cabbage, spinach, and strawberries.

Students must pay fixed rental charges for the use of all land, equipment and buildings, so that the board of trustees only sets up a revolving loan fund to

Table I

6	7	8	9	10	11	12
	Introduction to supervised training	Type of work and training	Planting of fall gardens around Mooreland	Vocational agriculture training	Culture and farm	
	Introduction	Introduction	Introduction	Fall garden	Introduction	
13	14	15	16	17	18	19
	Trip to Enid Dairy Show	Introduction continued	Improving wheat	Production Methods		
	Instructor took Agri. III Dairy team to Enid Dairy Show	Introduction of supervised training continued	Improving wheat	Improving wheat	Improving wheat	
20	21	22	23	24	25	26
	Selecting wheat seed	Controlling wheat smut		Preparing the seedbed and sowing		
	Improving wheat	Smut control	Smut control	Judging wheat	Preparing seedbed for wheat	
27	28	29	30	1	2	3
	Introduction	Current agriculture reports	At Oklahoma City State Fair			
	Preparing seedbed for wheat	Reports	Instructor took State Fair. Agriculture I completed	Agriculture III class to back work.		

Summary of Plans	No. Days
Introduction (supervised practice).....	6
Fall gardens (improving and conserving soil fertility).....	1
Trips to fairs.....	4
Improving wheat (improving plants).....	4
Controlling wheat smut (review).....	2
Preparing seedbed and sowing wheat.....	2
Reports (improving and conserving soil fertility).....	1

Summary of Work Done	No. Days
Introduction (supervised practice).....	5
Fall gardening (improving and conserving soil fertility).....	1
Trips to fairs.....	4
Improving wheat.....	4
Judging wheat.....	1
Controlling smut.....	2
Preparing seedbed for wheat.....	2
Reports.....	1

start the process and make the foundation purchases. For the accomplishment in making project operation available to a large number of boys, the investment seems to be a good one.

Operated thus, our school farm is not a collective or co-operative proposition with many boys working on a single enterprise; but as much as a tract to provide opportunity for individual projects. We feel that it thus has most of the good elements, and very few of those most criticized.

Arousing Interest in Farm Records

J. G. DAVIS, Teacher,
Scotia, Nebraska

TO ME a "high spot" is the attainment, wholly or partially, of an educational goal, or it might be expressed as a milestone on the road of progressive teaching.

The "high spot" that I have chosen to describe is an operation or series of operations that should be woven into the plastic fiber of a farmer's managerial program.

During my high-school years, I was not among the few who at this time had the privilege of studying vocational agriculture; so I had no training in the work that was later to become very interesting to me.

In the early spring months of the year after I was graduated two men called at our home farm and enlisted me in their cause, and I have been a devoted believer in farm records ever since that time. It is still somewhat of a mystery to me how I ever struggled thru, with only one visit later on from the extension men, to the completion of that record book. Altho 12 years have elapsed since my first farm record, I can still see the poor showing that our farm poultry flock made. As poultry provided the family grocery bill and some of our clothing, I had labored under the illusion that the chickens were a paying proposition. But I was mistaken, as many farmers who have kept farm records have discovered when their pet industry was analyzed after a critical survey of a year of farm records.

In a recent issue of the Omaha Daily Journal-Stockman there is listed a very interesting account of a group of 100 men in Cedar Valley, Iowa, who have kept farm records for a number of years. This body of men had arrived at the place some years ago where they saw fit to hire a man, an expert if you please, to help them with their farm records. This man, whose name is Wallace, is especially competent at diagnosing the weak and strong points of each farmer's farm record book.

In the spring of 1932 I was privileged to hear Mr. Wallace give a talk on farm records. It was the most interesting talk of this kind that I have ever heard.

With the same picture sketched for the Scotia Future Farmer Chapter as I have for you, I developed in the boys an interest in farm records. By co-operating with Mr. Reinmiller, the Greeley County Agent, we booked an extension specialist to give a talk on farm records. The talk was scheduled to be given in the afternoon in our new agriculture building, as we felt that it

would be more convenient for the farmers to attend at this time. It was the consensus of opinion that a hand-picked group of farmers be invited, as we could not afford to buy a large number of records and have them discontinued when the newness wore off.

The weather turned bad just before the meeting, and only a very few of the farmers attended. In the succeeding days after the meeting, a number of the farmers that had been invited were contacted and they agreed to keep records. A large percentage of the F. F. A. boys, at this time, started to keep records of their home farm businesses.

I felt that a boy who successfully carried a farm record to completion should have some extra recognition, because it certainly would be a worthwhile contribution to the boy's training and to the community. So I talked the matter over with my superintendent, Mr. Ebmeier. I found that he was very much in favor of farm records. We worked out a scheme whereby the boy that conscientiously kept a farm record would receive upon the completion of his work one-half of a credit to apply towards graduation.

After presenting the fact that it would be possible to earn extra credit, several of the remaining boys outside of the F. F. A. agreed to join our ranks.

At the present time there are 18 farmers and farmers' sons keeping records. And it can truthfully be said that the majority of these 18 are F. F. A. boys.

Altho 18 individuals keeping records is short of our goal, we feel that we have made a good start.

Clarkesville Community Refrigerator

HUGH A. INGLIS, Teacher,
Clarksville, Georgia

A COMMUNITY cannery was built two years ago upon property adjoining the high school. This plant is serving a dual purpose in providing facilities for rural families to preserve their farm products and in providing equipment for laboratory instruction of both agriculture and domestic science classes. One of my duties as teacher of vocational agriculture is to manage the operation of this cannery. In canning meats, fruits, and vegetables it is often necessary to carry fresh products over until the next day or over the week-end. We keenly felt the need of a refrigerator to keep these perishable products during the summer temperatures.

A year ago we decided to form a co-operative association and build a refrigerator for the community. There are 12 members in the association who are responsible for the success of the refrigerator. We obtained working drawings, bill of materials, and building instructions thru our state supervisor of vocational agriculture. We decided to

build the refrigerator inside of the cannery building.

Neither the WPA teacher, who was assisting in our canning program, nor I had had any experience in building a refrigerator, but we experienced no difficulty in following the instructions furnished us. When we had completed the refrigerator box, the equipment manufacturer sent an engineer to install the refrigeration machinery.

After the refrigerator was tested for performance, arrangements were made with our state extension meat specialist to conduct a demonstration in meat cutting and curing. One of our farmers furnished a hog for the demonstration. Our meat specialist showed how to cut meat in order that we might get more attractive and better pieces. About 150 people attended this demonstration.



Cutting Demonstration

Our refrigerator was put into operation September 1, 1936. We have kept an accurate record of all products refrigerated and the cost of operation. During the year, to September 1, 1937, we have refrigerated 11,664 pounds of pork, 3,058 pounds of beef and other meats, and 1,057 pounds of fruits and vegetables, or a total of 15,780 pounds of farm products. The total cost of electric current for the year was \$47.55, which is an average of \$3.96 per month. During the year the association received \$60.25 from rental to non-members, at the rate of 60 cents per month per 100 pounds of produce stored. The rental received from non-members was \$12.70 more than the cost of electric current for the year.

We have been slaughtering hogs and curing pork every month during the year. Now when farmers have hogs ready to kill in July and need meat for home use, they do not have to "board" the hogs over at unprofitable costs until November, the normal month for hog-killing in this community.

Several farmers in the community have had the misfortune to have hogs and cows break their legs. These animals were immediately butchered and brought to the refrigerator, thereby, saving the financial loss. This service alone will soon save the farmers in the community enough to equal the entire cost of the refrigerator.

We value the opportunity that our vocational agriculture and home economics students have to receive instruction in the mechanics and practical use of refrigeration. They are also learning how to properly slaughter, cut, and cure meats as a part of our educational program. We find it very convenient to take our classes into the cannery and use the refrigerator.

We are also conducting evening classes in an adult educational program. Instruction is given in the feeding of animals, butchering, and curing.



H. A. Inglis

Supervised Practice

H. H. GIBSON

A Livestock Program Next Door to a Metropolis

W. C. LUSK, Instructor,
Norwalk, California

THE Excelsior School District, located around the towns of Norwalk, Artesia, and Bellflower, is only 19 miles from the heart of Los Angeles, yet it is one of the most intensively farmed areas in the state of California. The type of agriculture in this district is divided primarily into dairying, poultry, truck crops, and field crops in the order of importance listed. There are also seven large hog ranches, one of which has over 5,000 head of hogs and five large steer feeding lots in this area.

Dairying is the major agricultural enterprise with more than 700 dairies averaging about 5 acres per dairy and ranging from 25 to 500 cows each. From these figures it can readily be seen that all the hay and concentrates fed must be shipped in from other parts of the country. Most of the dairies do not raise their own replacement stock, but buy cows shipped in from other parts of California, from Arizona, Utah, Idaho, Oregon, or Washington. The dairy men believe that it is cheaper to buy cows than raise their own replacements, but this last statement our agricultural classes are trying to disprove thru our dairy calf projects.

The agriculture department at Excelsior was established in 1933 and has gradually grown from one two-hour class to three classes of 63 boys, with 19 boys coming from dairies and the rest coming from other types of farms or from the surrounding towns. These boys coming from dairies all carry a dairy calf or milk production project and most of them have another project in hogs or steers. The boys have been raising calves and bringing them into production for around \$45 per head. This is done by starting the calves out on whole milk and weaning to calf meal at two months of age. Butterfat in this area sells for 69¢ per pound, so milk is too expensive to feed for more than two months to calves. The calves are fed calf meal until they are six months of age and are then put on pasture costing one dollar a head a month. When the heifer is one month from calving, she is brought home and fed good hay and grain. We now have 74 head of calves and yearling heifers in our projects.

We have been able to show a fair profit on our livestock projects so far because our grain is bought co-operatively and in larger amounts than if the boys bought their own feed separately. We have bargained with local feed men and have obtained a reduction of several dollars a ton below market quotations on all grain and mill feeds. Every boy with a livestock project has figured out the amount of barley he will need during

the next year, and the chapter is going to buy this feed direct from the farmers just 60 miles from here. We will haul the grain in ourselves and have it ground at a local mill and then distribute the feed to the project members. It looks as if we should have livestock projects in this area, because we are close to a good source of grain, and our stock when ready for market can be hauled in with a minimum amount of shrinkage and loss of weight due to transportation. Prices received by boys in the Los Angeles market are some of the highest in the United States.

A good idea of the type of stock owned by the Excelsior Chapter members can be obtained by the showing they made at the Los Angeles and San Diego County Fairs, and the Great Western Livestock Show in Los Angeles this past year. The members showed 23 Poland China and Hampshire hogs, 13 head of Holstein and Guernsey dairy stock, 2 Shorthorn steers, and 15 sheep, which won 93 prizes making a total of \$673 won on these animals. Five of these animals were champions one or more times.

So far it looks as if there is not any reason why livestock projects should not flourish here near a city as large as Los Angeles when it has been proved that we can raise animals as good as those from other parts of California and since the projects all show a good profit.

Planning the Home Improvement Program

HAROLD F. VANCE,
Wakefield, Nebraska

THE Vocational Agriculture boy spends half of his school year studying farm problems and most of them are improvements that should be in practice on his home farm. He works in the school shop day after day learning the skills necessary for farm construction and repair. He is also taught the care and use of farm tools.

Go with me to the farm home of a typical vocational agriculture boy that has spent one or more years in the department. We find the boy is very interested in the baby beef which he is fattening for his home project. He is very anxious to show his calf, and he has a calf that is worthy of showing. We examine the calf and praise the boy for the fine gain the calf is making. As we look around the farm and visit with the father, we find the farm is not as worthy of show as the boy's baby beef calf. We find the father has many complex problems that he needs help in solving. We find his pigs have not been vaccinated to prevent cholera, he has pigs that are wormy and unthrifty. He is buying commercial pig meal, and commercial laying mash because he does not know what feeds he should mix to make

a balanced feed. His yield of oats was cut 10 bushels per acre last year by smut because he did not treat the seed. There are two or three small patches of bindweed on the northeast quarter and they are gradually growing larger each year. We visit the farm shop and find the tools rusty and dull, there is no definite place for tools, and the so called shop is full of junk. The farm machinery is badly in need of repair and proper adjustment.

This is a typical example that could be duplicated in any vocational agriculture department. I have always believed that the application of the principles taught in the agriculture classes should carry over to the home farms of the boys. One of the many difficult problems for the vocational agriculture teacher is to gain the confidence of the parents. As we all know the confidence of the parents is the first essential to the home improvement program. It is only natural that a boy will have confidence in his parents and if the parents have it in the vocational agriculture department, the boy will develop a greater interest and will want to put into practice the improvements studied in his class. This confidence can be gained thru contacts with the parents and no better means of contact can be had than thru a service to the farmer thru the home improvement program.

I have found that parents are very proud of their children and very anxious to show the work of their children. Parents are anxious that the boy take an interest in the home farm. I have had many parents, as many other teachers have, tell me that their boy is taking a better interest in the home farm since he is taking vocational agriculture in high school. Thru this interest of the boy I have found fathers were willing to try some of the improved practices the boy has learned in school.

I feel that the home project program should be larger and amount to more than just the fattening of a baby beef or the raising of five acres of corn. It should include the putting into practice improved practices that are needed on the home farm. This is where the home farm improvement program has its place in the vocational agriculture program.

The last and most difficult problem in the program is to put it into practice. The method I have followed is to make the home farm improvement program a part of the project program thus requiring some part of it to be carried, and each boy is graded accordingly. The home farm shop improvement program is a part of the school shop program, and the boy is graded according to the way he improves the home shop.

If we are going to make our vocational agriculture program complete, we must not only teach but also supervise the application of our teaching. If the boy can carry the improvement program, he can and will carry it thru life.

Suggestions for Motivating and Supervising the Home Practice Program

G. F. EKSTROM, State Supervisor,
Des Moines, Iowa

THE variation in the nature and extent of supervised practice work in the different vocational agriculture departments indicates that the interest and influence which the teacher has in organizing and directing this phase of the work is all-important. This recognizes, of course, that situations vary in different communities and the types of work which may be practical in one situation may be impractical or impossible in another.

Several methods have been effectively used in stimulating interest in home practice work:

1. Reports of successful projects previously conducted by students in a department are quite influential in encouraging new students to plan desirable programs.

2. Project stories and pictures are an aid toward this end.

3. Examples of successful farmers usually appeal to the students.

4. The use of a series of supervised practice problems in classes at the be-



G. F. Ekstrom

ginning of the school year has been effectively used in several states, including Ohio and South Dakota.

5. The incentive for advancement in the Future Farmers of America is another feature which appeals to many of the boys.

6. The possibility for self-support and the eventual establishment in farming have a general appeal to most pupils.

7. Home contacts with pupils and parents during the summer months frequently bring to light opportunities.

8. In addition the instructor usually can show wherein the systematic organization of a balanced program of home work will provide opportunities to the pupil for personal development and will place him in a position to contribute to the welfare of the community thru activities to which he contributes as an individual and as a member of the group with which he is working.

Considerable attention has been given of late to some improvement in the technique of supervising students' home work. In view of the economic situation, teachers have found it advisable to arrange their itineraries of home contacts systematically and to make their visits as meaningful as possible. Some men indicate that by helping the students to make a careful study of their home problems, transportation requirements have been materially reduced without detrimental effects. Group meetings for all members of the classes, or of students with similar home programs, are frequently held during the summer months to good advantage. The common plan of conducting one or more project tours during the year continues

to be effective in many schools.

This statement would not be complete were not some reference made to the opportunities which the home work affords for the general development of students. What better opportunity is to be had for promoting initiative, perseverance, responsibility, thrift, and co-operation than thru the thoro planning and execution of supervised practice? Where can the pupil obtain a better appreciation of rural life and the unfolding of the supernatural than by the use of his talents in helping mold patterns of plant and animal life? Wherein can a teacher have closer associations with students and parents in his zealously to build character than thru the supervision of home practices?

Parental Understanding Necessary

L. B. POLLOM, State Supervisor,
Topeka, Kansas

ABUNDANT teaching and development opportunities that would otherwise never exist arise from individual and group farming programs. Opportunity to think and plan, opportunity to exercise initiative, opportunity to develop technical skill, opportunity to assume responsibility—financial and managerial, opportunity to develop dependability, opportunity to co-operate with others for common good, and doubtless many other opportunities may find their source in a comprehensive farming program. Last but by no means least is the opportunity of the boy to build himself a start in farming or some other vocation for which he may later use his earnings to fit himself.

It would be foolish to assume that all that is necessary is to demand bigger and better productive projects, enlarged home practice programs, and expanded shop work. Creating in a group of boys a determination to do something worth while will perhaps come first. It is essential to direct the individuals and the group in thinking thru the things they desire to do and set up plans for doing them.

The greatest obstacle, for the past 20 years to the development of comprehensive farming programs, has been the lack of parental co-operation and help. Perhaps it would be fairer to say lack of parental understanding of what we are trying to do. Probably in a majority of cases the parent is not to blame because he does not understand or co-operate. Unless there is a definite, well-planned, thoroly thought-thru procedure for acquainting parents with the vocational agriculture program we will continue to work against much unnecessary resistance. Whether it is accomplished thru personal visits, group meetings with parents, joint meeting of parents, pupils and teacher, whether thru a publicity program, or thru a combination of some or all, the thing must be accomplished. The teacher must choose the means by which he hopes to accomplish his purpose, but parents must understand what it is all about before the home attitude will be what it should be. No one of experience would be so optimistic as to hope the job will ever be accomplished 100 percent, but it must be accomplished to a greater degree than has been done.

Farming Activities of C. A. Duplantis, Jr.

Houma, Louisiana

Steps in Farming

Vocational agriculture farming program.

Increased Irish potato project to one acre, increased beef cattle project, increased soil improvement project and added hotbeds.

Increased Irish potato project to two acres, increased soil improvement to two acres, increased beef cattle and doubled capacity of hotbed project.

Took over management of father's 60-acre farm and carried on a diversified farming program, with plans to balance the program.

Added two acres sugar cane, two workstock, and increased farming program to 70 acres.

Increased sugar cane program to 23 acres, added three workstock, and increased farming operations to 90 acres.

Increased sugar cane program to 55 acres, added three workstock, and in total of eight, and increased farming operations to 125 acres. Livestock was carried on with other enterprises.

1931

F. F. A. Activities

Entered vocational-agriculture class at Terrebonne High School.

President of local chapter and first Vice-President for State Association.

1932

Re-elected president of local chapter.

1933

Awarded State Farmer Degree.
Elected State President.

1934

Awarded American Farmer Degree at National Congress. Elected as First National Vice-President of F. F. A.

1935

Awarded medal for being outstanding Future Farmer in State of Louisiana.

1936

Farm Organization—Selected as member of award committee to work out long-time agricultural program.

V. G. MARTIN

Farmer Classes

J. B. McCLELLAND

Evening Class for Women

O. L. YOUNG, Instructor,
West Chester, Ohio

TWO years ago the writer conceived the idea of adding short courses for women to the vocational agriculture program of the Union Township School. Dr. Ray Fife, State Supervisor, was consulted. Dr. Fife's reaction was that the idea had possibilities and that he would be glad to see it tried out.

The local superintendent of schools co-operated in setting up a list of women who might be interested in this type of work. Other names were added to this list as the women in the original list were visited during the summer and fall.

Short-course work needed little explanation to them as farmer evening classes had been conducted for four years and part-time classes for one year in the school.

Those that were interested were asked what subject they would like to have discussed. They were also asked to express a second choice. The tabulation of these answers indicated a slight majority in favor of poultry with a large number saying that they were interested in the problems of the yard and vegetable garden.

Since there were no evenings open on the school calendar, the meetings necessarily had to be scheduled for some afternoon. Tuesday afternoon seemed to be the most desirable. The hour was practically determined by the time that the teacher could be free from his all-day classes. Practically all the women favored starting just after the Christmas holidays and meeting once a week.

Publicity for the course was obtained by the above-mentioned contacts; by announcements at meetings of the Grange, Farm Bureau, Parent Teacher Association, Part-Time class, and Evening class; by announcements in the local press; and by cards to all who expressed a desire to attend. After the first meeting publicity was given by the members themselves.

Fourteen women attended the first meeting. Several expressed surprise that there were that many out. Nineteen attended the second meeting and by the third meeting 33 were enrolled in the course.

During the eleven meetings the following units were discussed: Buying; feeding; housing; equipment; culling; lice and mites; marketing; chick raising; diseases; and poultry vices. The course closed with a banquet which was held in co-operation with the other two short-course groups.

At the close of the course a list of good practices (right) which were discussed during the course was presented to each woman. She checked the practices that she had been following and those that she expected to follow. This sheet was used by the teacher when visits were made to assist him in recalling the problems of each person. This same procedure is used in other

courses. The writer finds that this procedure is much better than trying to remember the problems of over 100 people. This winter these sheets were again checked by the members to show what they had completed. Eleven had made changes in their poultry houses, 10 treated effectively for lice and mites, 12 started to use Ohio feeders, eight culled for the first time, and many other good practices were used for the first time.



This year the women's course was continued using the problems found in the yard and garden. Twelve meetings were held with 38 enrolled and an average attendance of 24. Fifteen was the lowest attendance and 30 the highest attendance. This enthusiasm of the women as indicated by the steady increase in attendance is evidence that the courses are meeting the needs of the women of the community.

The reader might be interested to know that this township is almost surrounded by industrial centers. However, this proximity of industry has not prevented an enlarged vocational agriculture program in the community.

AN ACTUAL CASE

Name:

Improved Practices in Poultry

Check the items listed below showing those which you have done in the past, and those which, as a result of the poultry short course, you are now doing or expect to do this year.

	1935	1936	1937
1. Consult your banker before investing money.....			
2. Do not buy on the installment plan.....	x	x	
3. Take advantage of discounts for cash in 10 days, etc.....			x
4. Do not buy from peddlers.....	x	x	x
5. Buy Ohio accredited chicks.....		x	x
6. Do not buy poultry remedies, egg producers, etc.....			x
7. Change ration fed to laying hens (State ration).....			x
8. Use Ohio feeders for hens.....	x	x	x
9. Use Ohio watering device (off the floor).....		x	x
10. Provide sufficient floor space for hens (3-4 feet).....		x	x
11. Change interior of house (nests, roasts, etc.).....		x	x
12. Remodel poultry house (windows, ceiling, ventilation).....		x	x
13. Cull hens..... times a year.....			
14. Cull pullets once or twice before they start laying.....			
15. Kill weak chicks.....	x	x	x
16. Treat for mites with Carbolineum.....		x	
17. Treat for lice with Black Leaf Forty.....	x	x	
18. Raise chicks on clean soil.....	x	x	x
19. Clean and disinfect brooder house.....	x	x	x

Six Years of Part-Time Instruction

L. E. ASPINWALL, Instructor,
Fort Collins, Colorado

FOR the past six years, a class of part-time students has been held each year at the Fort Collins high school for a period extending from three months the first two years to six months the past four years. During that time, thru repeated surveys, it has been possible to contact over 100 farm boys who were not in school but who were interested in taking special work in agriculture. An average attendance of 25 has been maintained during this period. Meetings are held four times a week in the evenings, although many of the boys have taken the opportunity extended them of attending during the day and working on jobs started during the evening sessions. Monday and Wednesday nights are reserved for classroom and laboratory work, while Tuesday and Thursday nights are given over to farm mechanics work.

The class starts the first part of November, immediately after the sugar beet harvest, and usually ends the latter part of April when the farm work makes it difficult for the students to attend. During the summer, contacts are made with each student on his home farm. Each student carries a project larger in scope than that of the all-day student although not as much time is spent in the working out of individual job plans. During the six month period, the F. F. A. boys co-operate by staging demonstrations, field trips, and athletic events.

The farm mechanics part of the program is the most popular, and a special instructor is in charge of motor work and blacksmithing. Woodwork, leather work, and sheet metal all come in for their share of consideration by the students. Many farm appliances are repaired and constructed at a great saving to the boys.

Units taught each year were:

1. Farm mechanics
2. Farm legislation
3. Livestock problems
4. Crops problems
5. Farm engineering
6. Practicums
7. Farm management
8. Farm records
9. Irrigation
10. Soils
11. Small fruits
12. Plant diseases

Proximity to the Colorado State College enables the class to get specialized assistance in many of the more complex problems. One boy attended during the day for a period of six months in order to get as much training in farm engineering as was possible. The following spring he was taken to California by a member of the engineering department of the Colorado State College to assist with demonstrating a sugar beet harvester.

A Survey Aids in Securing Enrollment

An extended survey of the community

within a ten-mile radius was made three years ago by a graduate of the Colorado State College. This area was divided into eight districts and a part-time student from each district was appointed to assist the instructor in checking on prospective part-time members in that section of the community. The result of this survey showed that the great number of boys had not attended school after the eighth grade. From this survey map it has been possible to check old and new members when promoting a new class.

The methods of instruction with this group, as all teachers who have conducted part-time classes know, is far different from that used with the all-day group. The students are decidedly shy of any form of routine study, they are manually inclined, and are in great need of group play. Using farm mechanics work as an "ice breaker" it was possible to gradually draw the students into other forms of work. Visiting the boys on their home farms brought out many problems which could be presented to the group. Special demonstrations by all-day students aided greatly in getting started in a unit. Attendance at community meetings, demonstrations of machinery and motors by implement houses in town also stimulated more formal methods of group study.

The aims and objectives that have been followed in our part-time program are as follows:

1. To give to the part-time students a systematic and supervised program of instruction on their home farms.
2. To give them the opportunity to devote some time outside of their regular employment hours to improve their efficiency in farming.
3. To give these boys the training helpful in establishing themselves in farming.
4. To co-operate with the farmer in this program of instruction for the boy working for him.
5. To give training in classes held during dull seasons (November to April).
6. To give supervision and instruction to the boy during the productive season as his problems arise.
7. To employ members on the farms so that they may put what they learn into practical use.
8. To bring into action the best and latest improved methods of farming.
9. To enable the training in one animal or crop enterprise to carry over into another and therefore improve all enterprises.

The thought behind this program is to make it comprehensive. The units of work have been so interspersed that we have been able to follow seasonal sequence far better than if we followed each one consecutively. Supervision during the summer months has made it possible to keep in constant touch with these students, thereby reducing the promotional work at the beginning of each class to a minimum.

A vocational agriculture instructor who organizes a pre-vocational group of boys in the junior high school and outlying district schools, who builds up a strong all-day group, who conducts a part-time class, and who teaches one or two evening classes each year, is well on the way toward making the agricultural program of the school a practical and lasting contribution to the community.

The New Hope Junior Farmers' Club

T. J. SHARITZ, Instructor,
Staunton, Virginia

WHEN I became agriculture instructor in the New Hope Community, I felt there was an apparent need for an organization for the boys between the ages of 16 and 25, who were out of school and on farms in the community.

Vocational agriculture had been taught in the community for the past 10 years, and during that time a large number of farm boys had been enrolled in agricultural classes. A large number of these had graduated and were on farms in the community, while others had left before completing the course in agriculture. A follow-up record kept by former instructors was of great assistance in locating these boys.

During the next two years as I became acquainted with the community, I realized that something must be done for the group. I had talked at various times with different boys about forming an organization of boys now farming in the community. As they were in favor of such a club, I went about completing plans for its formation. Thru a personal visit to each prospective member, I outlined the plans, set the date and a place for the first meeting.

Despite sub-zero weather 12 boys came to the first meeting. They decided to meet together for the purpose of discussing farm problems and to promote recreation. At first, meetings were to be held every Tuesday, but later this was changed to every two weeks, which has been continued since that time.

An organization was perfected. The boys drew up a constitution and by-laws, planned the program for following meetings, and set up a list of goals to be reached during the year. At present there are 13 members, four of whom own farms, three operate farms in partnership, and six work on the home farms with their dads. The membership has changed very little since 1934, and an average attendance of over 10 indicates the interest of the members.

From the list of topics compiled by the program committee, a course was outlined based on the needs of the members of the group. This included such problems as seeding Lespedeza, remodeling poultry houses, a study of fertilizers, etc. These topics were presented either by myself or some outside speaker, following which was a general round-table discussion.

This method continued the first year but during the second year each member's special interest was assigned to him to be presented to the group. One member was especially interested in sheep production, and he outlined in detail the procedure being followed on his home farm and the results he secured.

I found this method of presenting topics to be very interesting, and the boys felt that they were helping other members in solving their problems. An occasional picture show, three or four socials a year to which they brought their girl friends, varied the nature of the meetings and stimulated interest.

Supervised Practice Is Stressed

Following such meetings there was a

need for much follow-up work at the homes of the boys. I consider this really the best means of instructing such a group. When visiting the boy at his home, an intimacy and attitude develops which is not evidenced at regular meetings. On such visits I helped to plan several poultry houses, a farmstead watering system, a cropping system, and soil-erosion methods. There is an unlimited amount of teaching that can be accomplished thru a casual conversation as you go over the farm with the boy.

Some tangible results may be noted by the following: The building or remodeling of laying houses on five of the members' farms; the testing of soil by all members; the liming of land by all members; building or improving farmstead water system by four members.

During the past three years several meetings have been held on the following enterprises: fertilizer, sheep, hogs, farm shop, concrete, horses, potatoes, Lespedeza, poultry, and wheat.

Fourteen goals were set up to accomplish. These were so arranged to have one of them done each month. Among these have been: (1) The holding of three social meetings each year. (2) A co-operative Father and Son banquet with the F. F. A. (3) Assisting in the holding of the New Hope Community Fair. (4) Holding a meeting to which members of a neighboring club were invited. (5) The production of a three-act play. (6) Sponsoring some activity for the benefit of the organization. (7) Testing of soils for acidity. (8) Visiting a local experiment station. (9) Conducting an educational tour. (10) Holding a picnic for the alumni of New Hope High School. (11) Assisting a needy family in the community.

Altho much might be accomplished thru a strictly educational program, my experience has been that as much, if not more, may be done thru the social side first and then follow up with the educational part.

In the summer of 1934, ten of the members visited the World's Fair as a group. This was beneficial not only as an educational device, but also as a means of more closely drawing the group together. Since then other short trips have been taken. A trip to Florida during the Christmas holidays was also taken by the group.

Book Review

Automotive Essentials. 433 Pages—Revised and Completely Rewritten, 1937, by Ray F. Kuns—The Bruce Publishing Company. Price, \$1.92. It is a beginner's text book and contains all the fundamentals necessary to start the beginner along the right path to master the technique of dis-assembly, assembly, and repair of the automobile. This information is interspersed with valuable, clear cut, and up-to-date illustrations and photographs. There is enough new material in this book covering features found on cars of recent manufacture to interest the mechanic of considerable experience.

A series of review questions, research questions and problems at the end of each chapter, and the systematic way in which the different units of the automobile are covered in the various chapters make this a valuable text as well as a rich reference source.—APD.

A Part-Time Class Helps the Teacher Carry Out His Program of Work

J. E. BRAME, Instructor,
Chase City, Virginia

AFTER a number of failures in previous years to successfully organize and maintain a part-time class, two of my former students came to my room, stated that they really wanted a young farmers' club, and asked my help to make another trial organization. We talked the matter over and called a meeting of a few young farmers to decide what to do. Two meetings were held to discuss the chances of success, what we hoped to accomplish, and a constitution and by-laws. The organization was decided upon by the small group who attended these meetings. Any young man directly interested in farming could join this organization. It was designated as "The Young Farmers' Club."

The organization has been doing good work for three years. It meets twice a month thruout the year. Officers are elected, and certain objectives set up each year. The slogan is "IMPROVE the SOIL and LIVE at HOME." The attempt to live up to their slogan and yearly objectives has helped me in my work in this community.

We are in a Bright tobacco and cotton section, where a large number of our farmers pay very little attention to soil conservation and the production of home supplies. We are very fortunate in this section for we can grow successfully almost any crop grown in the United States.

Objectives of the Young Farmers' Club

The young men work on those objectives which will build up permanent agriculture and happy homes on the farms. They are as follows:

1. Improve at least one acre of land each year, by the use of legumes, terraces, rotations, use of lime, and manure.
2. Production of better seed on the home farm.
3. Better feeding and care of livestock.
4. Co-operation in buying and selling.
5. Co-operation with Future Farmers and Chamber of Commerce to help build up a better community.
6. Co-operation with the United States Government in the Soil Conservation Program.
7. Conduct a tour for information and pleasure in summer.

Regular programs are prepared for each meeting. These are somewhat as follows:

1. Business of club; 2. Discussion of some timely farm problem (agreed upon at last meeting); 3. Music by string band, or song; 4. Talk by invited guest; 5. Refreshments.

We have had as invited guests to make short talks, representatives of the following organizations: Chamber of Commerce, Re-settlement, Extension Division, Soil Conservation Program, Future Farmers, and Productive Credit Association. The next meeting the game warden will talk on game laws and conservation.

Every member will carry out some soil conservation practice and try to produce better seed. Two tours have been

conducted, one to the seashore and one to the mountains. Community exhibits have been put up at the county fair for two years. This year they won first place for the first time over the Future Farmer chapter here.

In January, this club in co-operation with the F. F. A. chapter staged a grain show at the high school. Members of both organizations were allowed to exhibit. The best exhibits at this show were selected and sent to the State Grain Show.

While I feel that we have accomplished very little when compared to what we should do, I do believe that we have at least laid a foundation, and if the building is properly constructed, it will be a great structure in the future.

These young farmers and their organization are of great help to me in my work in this community. Two of the members are agents for a lime company. They get up co-operative orders for a car of lime and look after the delivery. Two members are on my advisory committee. I feel free to call on some of them to help me out in school work when needed.

Their program of work is along the same line as that of my regular students in high school. This is a great help in putting over my general program. These young farmers are willing to help put over any good program which comes up. They are developing leadership, even in those who have never had a high-school education. At least half of the members are former students of agriculture.

Personally, I believe it almost impossible for an agriculture teacher to accomplish the maximum results in his community, if he fails to have a part-time class. We need to keep in touch with those boys who are out of school, whether graduates or not. These are the ones we must count on to carry on the work in the future. The kind of young men we have on the farms will be the kind of farmers we will have in the future. Let us get the boys into some kind of young farmers' organization as soon as they are out of school.

Night School

T. C. FARIS, Teacher,
Arkansas City, Kansas

NIGHT school for adult farmers at Arkansas City is based upon new and original data from projects, variety tests, and experimental tests in this locality. Under this plan it is not difficult to obtain sufficient enrollment and to hold attendance. The results presented and discussed are new to all present for they are released for the first time at the night school.

A few years back I used to advertise my night schools as discussion groups to study the results of experiments at the state college and to make local application of the results of these tests. I soon found that many in the class read every bulletin published by the college, attended field days, and for a number of years had been applying adapted practices. Two of the classes were college graduates. It was apparent that to hold this group and render service to these patrons I would have to offer something new and original for local conditions.

The Arkansas City territory is well

adapted to dairying, truck and fruit production. We are on the edge of the flint hills and pasture section of Kansas and Oklahoma where beef cattle and sheep production are profitable. For the benefit of the livestock men I offered a course in feeds and feeding. However, this was offered only after three years project work with 589 western breeding ewes, two years experience growing soybeans, and two years experience with dairy projects. Thus we had collected new and local data for the farmers of this vicinity.



Sheep Feeding Practice

A factor that was reducing the profit in the milk check was the high cost of protein supplement for the dairy cows. If we could raise a feed high in protein, we could increase the net income of dairying. After two years of growing and feeding soybeans, we found them a satisfactory supplement. In the 4-2-1 grain mixture our farmers could grow the corn or wheat, the oats, and soybeans. Consequently, the dairyman had nothing to buy because he raised all his feed. As a crop, soybeans proved resistant to the drought, yielded good, and were satisfactory to the landlord and tenant because they are an annual and a soil builder. This information I found of interest and value to the night school farmer regardless of his success and experience. He would go home after the meeting with some definite ideas about his farm business, feeling that his time had been well spent.

For the past two years my day unit classes have conducted potato variety and fertility tests. We use local varieties of potatoes as well as new ones recommended by the state college. These are planted at the proper time and harvested so as to obtain optimum yield. We use a peck to the row with different spacing. The seed is covered sufficiently and well ridged. Mineral fertilizer is applied on some rows and others are left as check rows. This year we will irrigate a plot to compare with the dry-land method.

After three years production and study of potatoes, we will have definite information new to the farmers of this section. Next winter I will hold a night school in potato production and will have some definite information to present.

Our experience here at Arkansas City is that the night school must be based on a definite piece of work. Progressive farmers will no longer leave their homes at night for a report on an experiment station bulletin. Some are of the opinion that farmers will come together to compare experiences. This enters into the discussion at night school but a major part of these comparisons are made Saturday afternoon at the trading centers, in the Grange, Farm Bureau, and Farmers' Union meetings.

We do not conduct a night school every year. They are held at the con-

clusion of a series of projects or tests and may come at three- or four-year intervals. It is obvious under this plan that a community survey is necessary by the agriculture teacher. He will determine the weak and strong points in the community's agriculture. Then he has the needs of the farmers in mind from which to make a study, the results of which are presented in night school.



Future Class Data

Arkansas City, Kansas, is a town of 15,000. Located in the near-by country are community centers. These are rural schools equipped with electricity and basement meeting rooms. These rural schools are the location for the adult night schools for farmers. By meeting in these centers we take the work closer to the farmers and the farms, and the farmers have less distance to travel. The first two night schools were held in the city high school in Arkansas City. The attendance was good but we did not reach the dirt farmer who would derive the most benefit from the night classes. Consequently, I took the night school to the rural centers.

One-Variety Cotton Community

I. C. KUYKENDALL, Teacher,
Gordo, Alabama

THE Gordo Agricultural Club composed of adult farmers and the F. F. A. set up as a major objective last year the improving of cotton staple. There were a number of varieties and mixtures grown in the community. The majority of these varieties produced a short staple, poor-grade cotton.

Experiment Station findings were studied, and Stoneville No. 5 was selected as the variety best suited for the community, from the standpoint of yield, staple length, and grade. It was agreed that as many people as possible would grow the same variety which would produce approximately the same staple length and grade. In this way a premium might be secured for quality cotton.

A car of seed was brought direct from the breeder. A cotton buyer in the community advanced money for the seed and agreed to wait until fall for payment and did not charge interest. One-third of the car of seed was sold in the Reform Community and two-thirds kept in the Gordo community.

Two hundred and fifty farmers grew Stoneville No. 5 cotton last year for the first time and received a premium of from five to ten dollars per bale as well as increasing their yields. The majority of these growers are planting their entire cotton crop in Stoneville No. 5 this year. One hundred tons of seed of

this variety have been sold in this territory this year. It is estimated that 800 of the 1,100 farmers in the Gordo school territory are using Stoneville No. 5 cotton for their crop this year.

How I Organize and Conduct Adult Evening Classes

N. H. BAULCH, Teacher,
Westmoreland, Tennessee

BEFORE an evening class can be organized, interest must be aroused. In 1931, I began work in a new department of vocational agriculture. The community knew nothing of evening class work. I contacted the farmers of the community thru visits to prospective students in my all-day classes. I discussed the work with the boys' dads and surveyed some of the farms, securing data for use in the course of study. These contacts, together with our community fair a short time later, made me feel an evening class was possible.

The first year, I tried it at the central high school, but found I was not reaching the farmers most in need of the service. Since that time I have gone into outlying communities.

Prior to the actual organization of the class, I visit the community in which it is to be held and discuss it with a few leading farmers. I discuss frequency of meetings, the most convenient days and hours, and probable courses, and secure a list of the farmers who will likely be interested. With them a date is set for the first meeting and announced at the local elementary school. Posters are put up in public places and an outline of the proposed course is mailed to all prospects. The announcements are repeated at frequent intervals and the help of F. F. A. members is asked.

At the first meeting the purpose of the proposed series of meetings is explained and those in attendance are asked to vote on the question whether or not they care to have such a service in the community. The class then elects officers, and the time for the next meeting is fixed. All of those present are listed.

At each following meeting the secretary of the class furnishes me a list of those not in attendance and I write each of them asking him to be present.

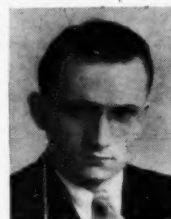
If a class is organized in the community the following year, I find it much easier. I have found after 12 years of teaching evening classes that it is bad policy to hold the classes too long. Begin as promptly as possible and quit on time. I cannot give much information as to the best size class. Mine have ranged from 15 to over 100. In the larger classes the more timid farmers do not readily express themselves or ask questions.

I attempt to get each farmer present to agree to carry out the practices discussed at the close of each meeting and believe this to be the best procedure. At the close of the class we review all the practices discussed and enroll any others who may have decided to carry them out. This list is made use of in following up the class instruction and in supervision. I have been able to get very gratifying results and believe this to be one of the most profitable activities of a teacher of agriculture.

One Method of Teaching Adults

T. O. PARKER, Instructor,
Tempe, Oklahoma

THE people who are enrolled in our evening schools are, I believe, a little above the average in intelligence. The method of teaching is confined largely to the conference procedure. Outside speakers are often called in and of course their procedure is generally lecture. Oftentimes a member of the group will prepare a discussion of some operation in which he is particularly adept.



T. O. Parker

Defining the problem, as well as determining it, has been easy. At each evening school center we have perfected an organization with a president, vice-president, and secretary, as well as a planning board. It is the purpose of such an organization to stimulate a feeling that the meeting is for the farmer and that each farmer is a part of the organization. An instructor should know the problems of the community by observation and from community surveys. However, I feel that if the farmer suggests the problem, then the matter of teaching is made easier. Even tho a certain topic is a real farm problem, unless the farmer fails to recognize it, that problem might just as well be dropped from the list of prospective lessons. It has been our plan to let the planning board or committee plan our course of study. The instructor meets with the committee and the course of study can generally be made out according to the actual needs of the community. The committee then asks the group to add to or take from the schedule.

The F. F. A. boys can be taken to the group and can put on their opening and closing ceremony or go thru their business session. Generally the instructor can find talented F. F. A. members who can put on a musical program or some other type of entertainment. We have worked out plays dealing with the topic that has been discussed or one that is to be discussed and had the F. F. A. boys put them on. This generally helps hold your crowd and keeps the group from "going stale." As good a device as we have found for holding the interest and yet keeping it instructive is "Farm Tours." We often schedule these tours for Saturday and keep the group intact by taking them in school busses. Tours to various farms can be made and also tours to Soil Conservation Service Demonstration Plots. I believe that the most helpful were trips to livestock sales following a lesson on livestock improvement.

In outlining our lesson, I try to keep in mind the decisions that are to be made and also individuals whom I think should contribute to the solving of the problem. I try to follow the following procedure: introduction, gathering experience, weeding out certain facts and developing additional important facts, and making a decision. Then, if time will

(Continued on page 238)

Studies and Investigations

C. S. ANDERSON

A Rating Scale to Determine a Man's Worth as a Teacher of Vocational Agriculture

C. S. ANDERSON, Professor of Agricultural Education, State College, Pennsylvania

Person Rated..... Rated By..... Date.....

DIRECTIONS AND INTERPRETATIONS: Listed below are 30 selected traits, each one predictive of a man's worth as a teacher of vocational agriculture. The scale on the horizontal line extends from 1-5. The degree of perfection decreases reading from left to right. Each upright mark on the line represents one-fourth of a point. Read the brief descriptions below the line. Check above the descriptions that place on the scale which you believe most nearly represents the rating for the trait. When you have checked the scale for each of the factors, add the 30 scores to determine the total score. The total scores may be interpreted as follows: 30-45—very superior, 46-70—good, 71-95—average, 96-120—poor, 121-150—very poor. The scale may be used as a self-rating device and also by supervisors in evaluating the work of their teachers.

PERSONAL

	1	2	3	4	5
1. Appearance and dress	Always neat and appropriately dressed; clean in personal habits; well-poised; self-possessed; etc.		Not always attentive to fine details of personal appearance; somewhat careless in dress; etc.		Inappropriately dressed; objectionable in some personal habits; uncomfortable in poise; etc.
2. Physical vitality	Healthy; unusually vigorous; has good health habits; right attitude toward health problems; etc.		Not always attentive to health problems; often ill; lacking in vigor and normal cheerfulness; etc.		Low physical vitality and endurance; complains a great deal; often depressed; etc.
3. Carriage and posture	Reveals abundant energy, alertness, and forceful enthusiasm through body posture and carriage; etc.		Not always careful about appearance, posture and carriage; generally indifferent; etc.		Inactive; listless; lacks physical precision; possesses bad posture and carriage; etc.
4. Balance and poise	Composed; unconscious of self; dynamic; entertaining; presence is always felt; etc.		Not always at ease socially; retiring; often obviously bored; etc.		Weak in social poise; over self-conscious; hard for others to approach and understand; etc.
5. Control of emotions	Emotions appear to be always under control; calm; level; deliberate; etc.		Not all emotions are well controlled; reacts satisfactorily except under unusual circumstances; etc.		Very emotional; work and efficiency are impaired by anger, jealousy, moodiness, temperament; etc.
6. Speech, expression, and vocabulary	Speaks fluently and without errors; has good enunciation; adequate vocabulary; pleasant tone; etc.		Possesses average vocabulary; an ordinary voice; occasional errors; etc.		Enunciation is indistinct; has harsh voice qualities; hesitant expression; etc.
7. Conversation and versatility	Possesses a wide range of information; sense of humor; adaptable; etc.		Not particularly versatile; has fund of information sufficient for ordinary needs; etc.		Generally dull in conversation; lacks humor; has limited range of information; etc.
8. Social activities	Socially active and prominent; possesses social poise; etc.		Average in social activity participation; etc.		Seldom participates; not especially interested; etc.
9. Standards of morality	Possesses high moral principles; adheres strictly to them; etc.		Generally believes and does the approved and accepted thing; etc.		Interprets standards of morality rather loosely; etc.
10. Judgment of human nature	Can arrive quickly at a well-balanced, accurate opinion; etc.		Ordinarily shows good judgment, although opinions are sometimes hazy; etc.		Experiences difficulty in weighing and evaluating human traits; etc.
11. Accuracy in sizing up situations	Distinguishes readily between important and unimportant things; forms well-balanced opinions; etc.		Is fairly accurate in sizing up situations; slow; etc.		Frequently gets the wrong viewpoint; sometimes confused; etc.
12. Tactfulness	Arises to difficult situations adequately, frankly, and without offense; accomplishes purpose; etc.		Meets ordinary situations satisfactorily; sometimes offends; etc.		Experiences difficulty in getting along with people; tends to antagonize; etc.
13. Initiative and resourcefulness	Very resourceful; possesses an abundance of proper initiative; etc.		Usually after some effort manages to overcome most difficulties; etc.		Easily discouraged by trifling obstacles; etc.
14. Ability to make difficult decisions	Self-confident; well-balanced; can be depended upon; etc.		Possesses average ability; reasonably good judgment; etc.		Inclined to pass responsibility to others; hesitant; uncertain; etc.
15. Attitude toward financial obligations	Lives within income; pay bills promptly; has good credit; etc.		Careless and indifferent to financial matters; regarded as slow but sure pay; etc.		Neglects financial obligations; often lives beyond income; has limited credit; etc.

Professional

	1	2	3	4	5
1. <i>Agricultural information</i>	Possesses adequate technical and practical information in all community agricultural enterprises; etc.	Has limited knowledge of agricultural subject-matter or practical experience in some enterprises; etc.	Has inadequate background of required agricultural information in technical subjects and practical experience; etc.		
2. <i>Subject matter organization</i>	Makes subject-matter functional and effective; defines clear-cut instructional purposes; plans well; etc.	Sometimes indefinite and hazy in subject-matter selection and organization; makes incomplete, sketchy plans; etc.	Lowens effectiveness of instruction by poor selection and organization of subject-matter; lacks careful planning; etc.		
3. <i>Instructional methods</i>	Uses effectively the best teaching method; employs variety; provides for individual differences; etc.	Best instructional methods not always used; does not distinguish between correct and incorrect teaching methods; etc.	Gives little thought to teaching methods; regards them as unimportant and only incidental to successful teaching; etc.		
4. <i>Discipline and class management</i>	Arouses and holds class interest; employs firmness tempered with kindness; reasonable; seldom mentions discipline; etc.	Finds it hard to employ creative discipline; not always tactful or consistent in handling discipline problems; etc.	Unable to overcome distracting classroom influences; class interest low; discipline a major problem; etc.		
5. <i>Reaction to helpful suggestions</i>	Invites suggestions; weighs and evaluates them carefully; uses them to good advantage; etc.	Not especially open-minded; usually annoyed by suggestions of others; rarely invites suggestions; etc.	Does not readily recognize or receive helpful suggestions from others; teaching is routinized; etc.		
6. <i>Originality in ideas</i>	Interested in research; intellectually curious; enjoys being original and different; creative; etc.	Uses new ideas in teaching chiefly to stimulate pupil interest; prefers assigned work layouts; etc.	Prefers not to be asked to organize, set up and solve new problems; likes routine; etc.		
7. <i>Ability to render constructive criticism</i>	Criticism sought and valued by others; does not employ snap judgment; constructive; etc.	Not always willing to think through a problem and to render a worth while criticism; etc.	Prefers to render destructive criticisms; often noncommittal; etc.		
8. <i>Co-operativeness</i>	Always co-operates to fullest extent; is good team worker; etc.	Co-operates fairly well in joint assignments; prefers to work independently; etc.	Co-operates poorly with others; not group-conscious; etc.		
9. <i>Participation in community activities</i>	Participates interestedly in many worth while community activities; a leader; etc.	Limits participation to a few activities; passively interested in others; etc.	Uninterested in community activities; seldom a leader; etc.		
10. <i>Participation in school activities</i>	Boosts for school activities; is a helpful student adviser; has diversified interests; etc.	Participates in a limited way; regards some school activities as a burden; etc.	Not actively interested in school activities; regards them as not an integral part of the job; etc.		
11. <i>Willingness to assume new and added responsibilities</i>	Always willing to take responsibility; prompt; dependable; etc.	Generally needs urging; fears being imposed upon; quick to offer excuses; etc.	Reluctant to take responsibility; inclined to feel overworked; etc.		
12. <i>Manner of meeting and discussing problems with farmers</i>	Meets farmers easily; enjoys discussing their problems; assumes a helpful, interested attitude; etc.	Reserved; hesitant about meeting farmers; uncertain of ability to discuss farmer problems; etc.	Dislikes making farmer contacts; sometimes unsympathetic toward rural people and problems; etc.		
13. <i>Professional interest and loyalty</i>	Intensely interested in teaching; sees real opportunities; ambitious professionally; etc.	Passively interested; inclined to doubt the future in teaching; not anxious to be known as a teacher; etc.	Disinterested in teaching; personally unambitious; awaits other opportunities; etc.		
14. <i>Ability to inspire enthusiasm for agriculture</i>	Always optimistic; believes thoroughly in agriculture; courageous in attack on agricultural problems; etc.	Skeptical about the future in agriculture; loses pupil interest; underrates farming as a vocation; etc.	Decidedly lacks enthusiasm for agriculture; will not attack difficult problems of farming; etc.		
15. <i>Professional improvement program</i>	Has a definite, long-time plan of professional growth; attends educational meetings, conferences; reads extensively; etc.	Occasionally attends professional meetings; plans ultimately for some advanced graduate study; delays improvement program; etc.	Makes only limited effort to keep up professionally; regards it unimportant; etc.		

Future Farmers of America



A State Transcribed Series of F. F. A. Radio Programs

A. W. TENNEY, Teacher-Training,
Gainesville, Florida

Mr. J. A. Linke, Chief of the Agricultural Education Service, Office of Education, Washington, D.C., and National Adviser of the Future Farmers of America appeared on the first of a new series of transcribed programs, which began in February, sponsored by the Florida Association of Future Farmers of America.

The first program, which is typical of those which will follow in the twelve-month series, was 15 minutes in length and contained the following numbers:



A. W. Tenney



Mr. Linke Recording Address

	Minutes
"The Future Farmer March".....	2
Inspirational Address—	
Mr. J. A. Linke.....	5
Music.....	2
F. F. A. News Flashes.....	4
"Hail the F. F. A.".....	2

Future programs in this series will feature the following individuals: Honorable Fred P. Cone, Governor of Florida; Honorable Colin English, State Superintendent of Public Instruction; Honorable Nathan Mayo, Commissioner of Agriculture; J. Lester Poucher, National President of F. F. A.; W. A. Ross, National Executive Secretary of F. F. A.; J. F. Williams, Jr., State Adviser in Florida; President of

L. R. HUMPHERYS

Florida Association of F. F. A.; a county superintendent of schools; a high-school principal; interview of Florida's Master Future Farmer; and a farmer.

This transcribed series is being prepared as a result of the response to the programs which have been given monthly over the state-owned radio station WRUF for several years. Many requests have been made that these programs be broadcast over enough stations in Florida so that a state-wide coverage might be assured.

Six radio stations were contacted, and all agreed to schedule the programs so that the public might be informed of the time when they could listen to them.

The state-owned station in Gainesville agreed to make the transcriptions at a comparatively small cost. The record is made the first of each month. It is played over WRUF and then routed to the stations co-operating.

It is believed that the Florida Association of Future Farmers of America, by using transcribed programs which give it a state-wide voice, will be able to keep Florida Future Farmers and the general public better informed about the things Future Farmers are doing.

Future Farmers of America at the Roadside

CARLTON M. STEARNS, Adviser,
Hathorne, Massachusetts

ONE portion of the yearly program of work in the Essex County School Chapter of Future Farmers of America is the supervision of a unique roadside market. This stand was purchased by the Essex Chapter several years ago, and its management has been carried on by the roadside stand committee and an instructor-adviser.

The problem of enlarging our present buildings to meet present business conditions has faced the organization for some time and finally the adviser of this committee recommended some definite changes, which were approved and adopted.

Under the old arrangement, business was carried on under two separate roofs. One building was 14 x 10 feet and the other 12 x 6 feet. The larger building was 30 feet from the edge of the highway, while the smaller building stood ten feet nearer the highway, on the parking area curve.

In April, before the students left school, the larger building was pulled down under the supervision of the mechanics instructor. All the old material that was usable was used in the new structure. The 12 x 6 foot building remained where it had been, and the new building was added to it. The new building has a 30-foot frontage and is eight feet deep.

This new structure was divided into



three sections: the middle section was six feet in front, eight feet deep, and about eight feet along the back wall. This section was used largely for bundling, etc. There were three shelves on the back wall for display purposes. The other two sections were exactly alike and were used for display purposes entirely. These sections consisted of four or five steps, and in front of these were placed portable racks capable of displaying 24 bushel boxes on a side or allowing ample space for many baskets of apples, peaches, pears, etc., as they come along in season. After fruit started in, one section was used largely for fruit, while the other section remained for vegetables.



The Old Stand

The total business the past season doubled the total annual business of the last four or five years. The new materials needed for the new market building, besides the old material that was used, and a complete new electric wiring job cost \$100. From these facts a small investment warranted making changes that aided in a much larger business.

To be sure, other factors enter into a roadside market business success. The attendants at the stand must have personality and salesmanship ability. The three students who carried on the business this season gained valuable experience and were, in a large measure, responsible for the progress that was made.



The Remodeled Stand

Quality products, reasonably priced and always fresh, are always prerequisites to a successful business. These points were closely watched by these three young attendants. Where the roadside market was located on a very heavily traveled road, ample parking area was provided. At the back of this

area, these students had very attractively arranged flower beds which added much to the pleasing setting of the building. At the rear of the flower beds was a well-kept hedge which separated the roadside market sections from the fields of vegetables.

The Future Farmers of America have been a member of the Massachusetts Roadside Stand Association for many years. For a number of years the De-

partment of Agriculture has certified stands of merit which meet rules and regulations established by them. In brief, such rules have been observed in the business practices of the Future Farmers organization. The Bay State sign was displayed in front of their building and invited the public to patronize their supply of vegetables, fruits, poultry products, and cut flowers as they appeared in season.

A New Type of F. F. A. Public Speaking Contest

GEORGE P. COUPER, Agricultural Education,
San Luis Obispo, California

A NEW public speaking activity which attracted more than 50 F. F. A. entrants in California came to a close in March with the best speakers being rewarded by a free two-day educational and recreational trip to the San Francisco bay area.

This public speaking program was sponsored by the Farm Credit Administration, thru the production credit associations in the various districts of California. The objective was two-fold: to encourage boys to study sound farm credit, and to help them in leadership training by providing an audience before which they might speak on farm credit.

There are 25 production credit associations in California with several

1. The contest would be open to active and alumni F. F. A.

2. Each chapter would be permitted one contestant in the production credit association district, but the number would be cut down to two best speakers for the final event before the stockholders' meeting. Chapter advisers formed an elimination committee in each production credit association district, with the secretary-manager of the P. C. A. as chairman. In most districts an elimination contest was held.

3. There would be no state winner—in other words, the boy would give his talk at most only three times: to win the right to represent his chapter, to be one of the top two in the district elimi-

is unknown, but the contest probably originally attracted 150 to 200 boys.

The activity was proposed to each of the 25 local P. C. A. districts but for one reason or another was taken up by only 15. In the 15 stockholders' meetings the 30 finalists spoke to 2,163 persons, 1,056 of whom were production credit association stockholders, and the rest largely interested farmers or businessmen.

In several districts, both boys were considered to have done so well that both were offered a trip to San Francisco. In one district, judges voted that the boys had tied. This resulted in 21 boys being eligible for the two-day trip. Of this number, 18 finally made the trip, three southern Californians being caught in the March flood and unable to travel.

The trip was highly educational. The boys spent an entire day in the Farm Credit Administration offices. This day ended with a big banquet attended by heads of the various credit banks, with whom the boys had met and chatted during the day. State Adviser Julian A. McPhee, of the California F. F. A., also attended. The able toastmaster was W. S. Guilford, assistant to the general agent, W. D. Ellis, who directs the farm credit functions in the eleventh district.

The second day was spent in San Francisco, talking on the radio, seeing the bridges, industry, parks, and other sights. The boys were brought to San Francisco—some of them 500 miles—by the secretary-manager of the local production credit association.

In spite of the glamor and contest angle, the activity was highly educational. Persons who heard the talks reported that the boys had gained an amazing knowledge of credit functions and of the operations of credit, not only thru the F. C. A., but thru other agencies as well.

Indications are that the event will be continued next year, and many of the 10 districts which did not sponsor local contests this year have already indicated that they intend to do so in 1939.



Some Winners

thousand farmer-stockholders. Each association holds an annual meeting. Last fall, officials of the Production Credit Association came before the State Bureau of Agricultural Education with a plan to have a public speaking contest for Future Farmers of America before each annual stockholders' meeting in the various districts.

It may be said in introduction that every vocational agriculture department in California has an active Future Farmers of America chapter and that all vo-ag activities are carried on in the name of the F. F. A.

At the conclusion of the meeting between the Production Credit Association officials and the State Bureau of Agricultural Education, the following rules were generally agreed upon:

nation, and to appear before the stockholders' meeting.

4. The winner in each district would be the guest of the district P. C. A. at a two-day educational and recreational tour of the San Francisco bay area, with all district winners brought together for the event.

5. All details would be handled by the P. C. A., with the chapter advisers and the State Bureau consulted on policies, etc.

In spite of the fact that the stockholders' meetings were held during the peak of the wettest winter California has known for many years, the event was considered an initial success. Fifty-one speakers took part in district elimination contests or finals. The number who tried out to represent their chapter

Pupils Assist in Evening Classes for Adults

THOMAS McMINN, Reporter,
Quail, Texas

ONE HUNDRED and eighty-eight people are enrolled in the three evening schools sponsored by the Future Farmers of America and Future Homemakers of Texas of the Quail High School. A committee of three F. F. A. boys and three F. H. T. girls is sponsoring each of the evening schools for adults (married men and women). Each committee secured a list of people in the community where their evening school was to be held and mailed them a letter, outlining the plan for the school and setting a date for the first meeting. A few days before the beginning date they drove thru the community in automobiles and personally invited the people to attend. From 50 to 80 people were enrolled at each place and each group agreed to meet from 7:30 to 9:00 p. m. once a week for 12 weeks, and to pursue a unit course of 12 lessons on one subject. The whole group meets together for 30 minutes

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Pupils Assist in Evening Classes for Adults

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each time for programs, business meetings, or farm and homemaking skills and then the men and women separate for an hour's lesson. Each school has its president and secretary, and the Future Farmers and Future Homemakers prepare programs such as quartettes, plays and string bands; or they demonstrate farm skills, such as testing milk, making and splicing rope, cutting and curing meat, and culling chickens; and homemaking skills such as food preservation, and demonstration cookery, after which the meeting is turned over to the vocational agriculture and vocational homemaking teachers. The men have chosen to study livestock feeding, poultry feeding, and soil conservation. One group will make a trip to the experiment station at Chillicothe next week and another group will go to the soil conservation station at Memphis. A two-day contouring and terracing school will be held in each community with the county agent and farm security supervisor helping the vocational agriculture teacher conduct it. The women of one school are learning to base their food budget on their family needs and each homemaker will plan her canning budget and plant her garden to fill these needs. The other two groups are planning the clothing budget and will select materials, designs, and ready-made garments suitable for their families. The three schools have combined and organized a community agriculture association to meet once a month and sponsor several farm demonstrations. Nearly all the members will contour and strip-crop their farms.

One Method of Teaching Adults

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permit, we map a plan for getting the job done thruout the community. The instructor offers his assistance if desired and also points out individuals who have been successful in the "doing" of the job.

It has been my experience that some mighty good teaching can be ruined by the teacher being too ambitious for the farmers. Most farmers cannot be hurried and more results will be obtained by restraining one's desire to help. Most of our work has been done in soil conservation and soil restoration with a fairly good program in livestock improvement. A program of this type is very slow to develop and yet is contagious once started. In earlier days of terracing programs, a former instructor in this community encouraged, to some extent, soil conservation work on selected farms. Since that time he was kept busy, and since he left, the farmers are keeping me busy. I think the same strategy will work on other topics. Surely, John Jones will buy a better bull if his neighbor Henry Smith has one. And any type of farm activity is largely the same. We are in a section where land is owned by outsiders and as a result few terraces have been built by tenants. But since additional information has been found about strip-cropping and contour farming, our evening classes in soil conservation have been more interesting.

The first evening school held by an instructor is generally most disappointing. His first discovery is that "not all" members heeded his advice. The goal of the evening school can still be accomplished by a definite "follow-up" program. I try to make my "follow-up" as informal as possible. From the standpoint of all concerned the best place to do your "follow-up" work is while helping the farmer eat his fried chicken.

In summary, may I say that the method we use is not perfect by any means, and possibly would not work for every community as well as it has for ours. It has its drawbacks for us and I am sure that you could not use it "as is" any more than we could use your method here. If I listed the steps of procedure they would be: recruiting, organizing, advisory board map-out program, use conference procedure, have F. F. A. entertain, supervise with aid of influential members and last, do a little visiting and keep having "Farmer Tours."

Mr. Stimson Says, "Thank You"

"THE 'Testimonial Dinner' in my honor, given February 21, 1938, on my retirement from our state service at 70, as required by law—the nautical opening and closing ceremonies, with the 'Bugler' and 'Piper' in uniform from the ship Nantucket, and with the 'Captain' and eight 'Side Boys' from my administrative and supervisory associates, escorting the 'Admiral of the Fleet' to and from the seat of honor; the songs addressed to me; the framed acrostic, written by Professors W. S. Welles and F. P. Rand of Massachusetts State College, and done on parchment in illuminated Old English lettering, by Jamaica Plain High School landscaping course pupils; the book of more than 300 letters, from California and Washington to Maine and from Minnesota to Texas, bound in limp leather and appropriately inscribed; the other book, similarly bound and inscribed, of like sentiments, bringing the approving signatures of more than 2,400 pupils and graduates; the nearly 50 other letters and telegrams, received at home and at the dinner; the Massachusetts Department of Education degree *honoris causa*; the beautiful flowers on the tables from a graduate of Norfolk County Agricultural School; the two tall baskets, at the ends of the head table, of superb long-stemmed carnations, 120 of them, one from each pupil in Bristol County Agricultural School; the great bouquet of 25 perfect roses, sent to our home for Mrs. Stimson; the presence at the head table of Professor Emeritus Paul H. Hanus of Harvard, Mr. F. E. Heald, my successor Mr. John G. Glavin and Mrs. Glavin, President Hugh P. Baker of the Massachusetts State College, State Club Leader Mr. George L. Farley, Director A. W. Lombard of the State Department of Agriculture, Commissioner of Education Mr. James G. Reardon, and other notables, including Dr. C. H. Lane of the United States Office of Education; the generous turnout of members of the administrative and clerical staffs of our Department of Education, together with the sur-

prising attendance of the considerable number who had traveled such long distances to be present—made me so happy it hurt.

Mortal heart might well burst from such proud delight as that which so nearly overwhelmed me that night, and which has become more and more poignant as the passing days have borne in on me the significances of my retirement at the end of 30 years of service in our state-aided vocational agriculture education field.

Director Robert O. Small of our vocational division was a perfect toastmaster.

President Charles F. Oliver, Jr., of the Massachusetts Association of Agricultural Instructors and Directors, sponsor of this dinner, his committee associates who, I was told at the dinner, had been working on details of this surprise event since a meeting in March 1936, and all others of the 200 present, were perfect hosts. The first song gave the evening a lilt it never lost.

Almost 2,800 individuals contributed directly to the dignity and joyousness of this never-to-be-forgotten event. I find it impossible to thank each in person or by letter separately. Since, therefore, so many are members of the American Vocational Association and readers of the *A. V. A. Journal*, and the magazine *Agricultural Education*, I hope space can be spared in these publications for this statement, the best means I know by which to try to express, to one and all, my profound appreciation and thanks.

What am I going to do? Continue in charge of the Rural Problems Seminar at Simmons College in Boston, which I was appointed 10 years ago to initiate and which I have since annually conducted; teach or lecture elsewhere, occasionally, when invited to do so; and write another book, already begun, which is to be developed, in part, co-operatively with the help of national and state leaders, and which probably will be titled: *Vocational Agricultural Education Advancing*.
April 12, 1938.

Gratefully submitted,
Rufus W. Stimson.

Our Cover

THE picture for the cover of this issue was supplied by Professor Henry S. Brunner, Head of the Department of Rural Education at State College, Pennsylvania. It is a photograph of a part of a prize-winning exhibit which Mr. Brunner constructed at the Pennsylvania State Farm Products Show several years ago, when he was a teacher of agriculture. It is a very appropriate cover picture for the last number of this volume and also because many boys are being graduated from our vocational agriculture classes this month. They must look to the Future, with the help of the teacher of agriculture or Dad, as the older figure in the picture might well represent.

A task without a vision is drudgery;
A vision without a task is a dream,
But a task with a vision is the hope of the world.

VOCATIONAL EDUCATION DIRECTORY

Revised listing of names for the new directory will appear in the September issue.

Present head state supervisors and teacher-trainers have been provided with blank forms on which to supply the proper listings for each state. This material must be received by the editor not later than July 15, 1938.

End

